

The Education Crisis is Now

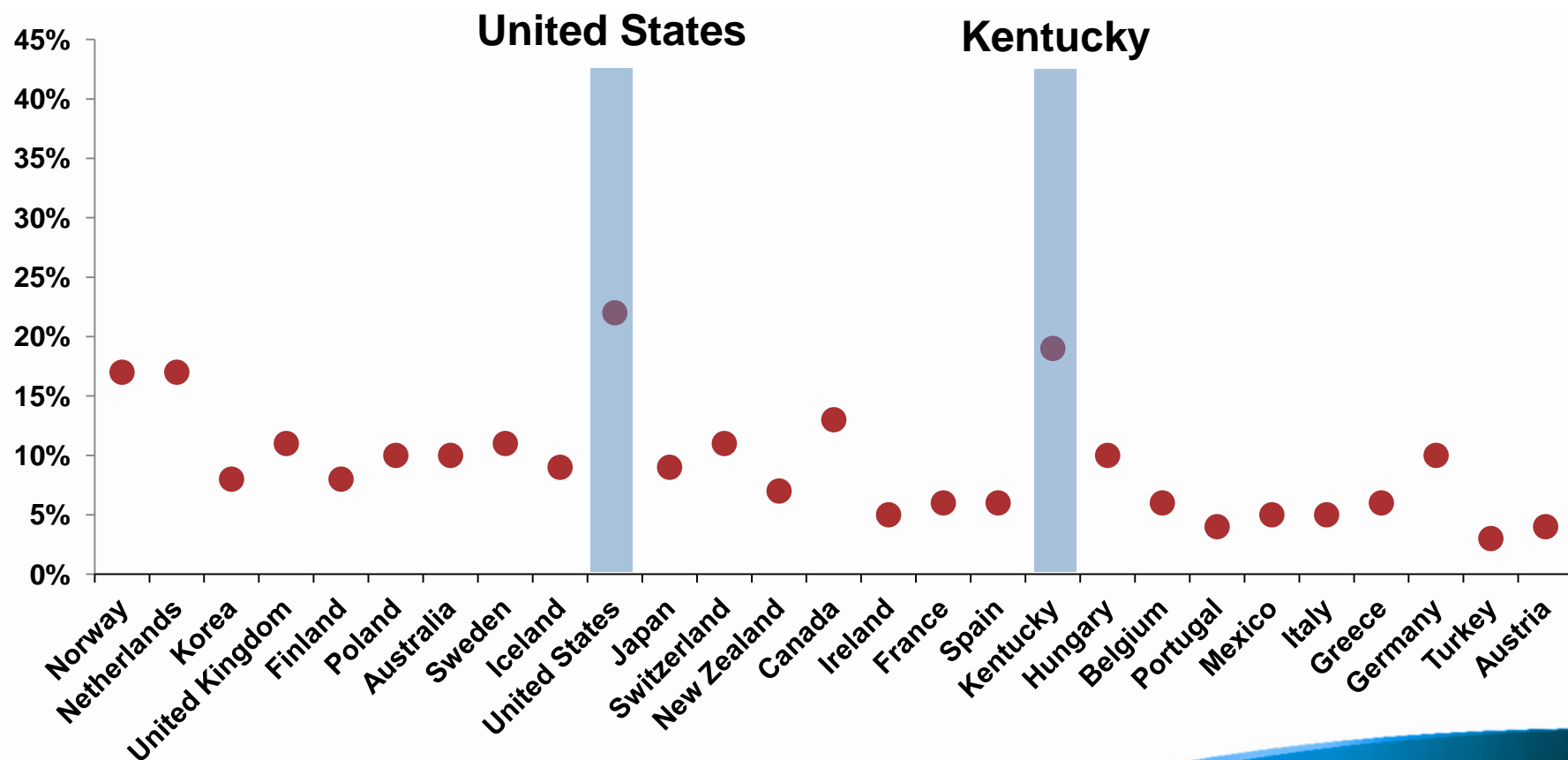


Presentation by Robert L. King, President
Kentucky Council on Postsecondary Education

The Challenge:

Producing a U.S. workforce that is more productive, creative, and better problem-solvers than any other on the planet.

Baccalaureate Attainment 25-34 Age Cohort, 1968

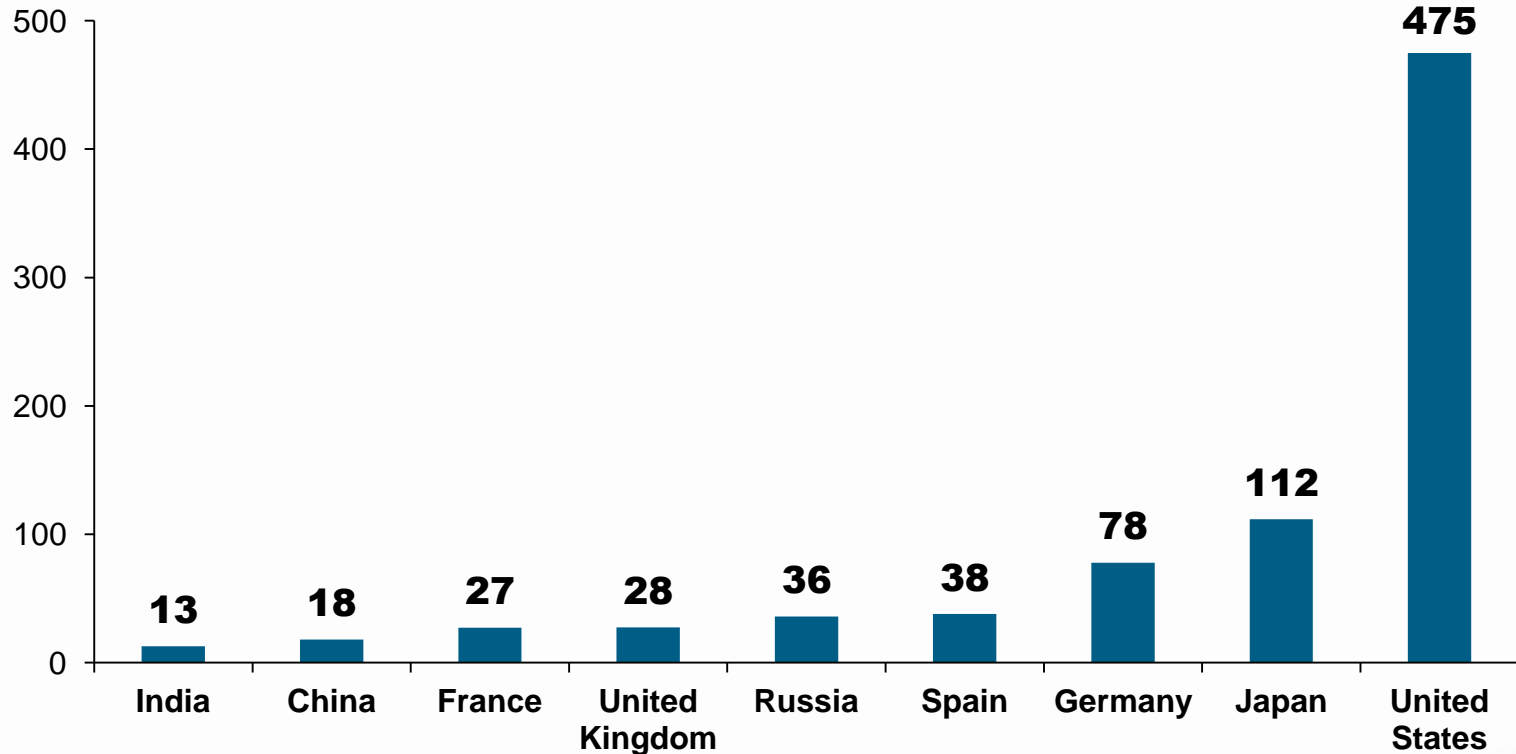


● 1968

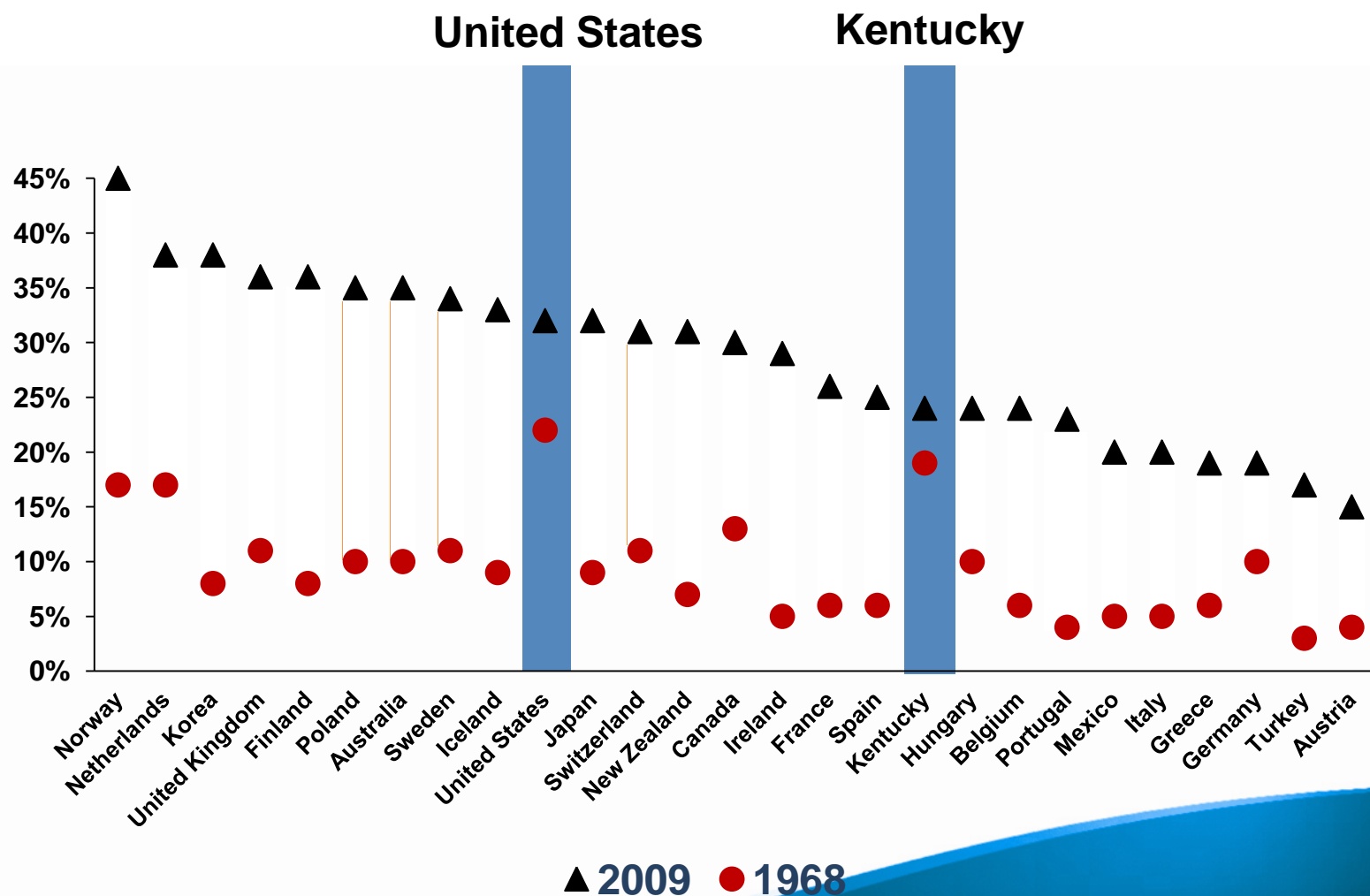
Growth of GDP from 1820 to 1994

in 1990 international (Geary-Khamis purchasing power parity) dollars

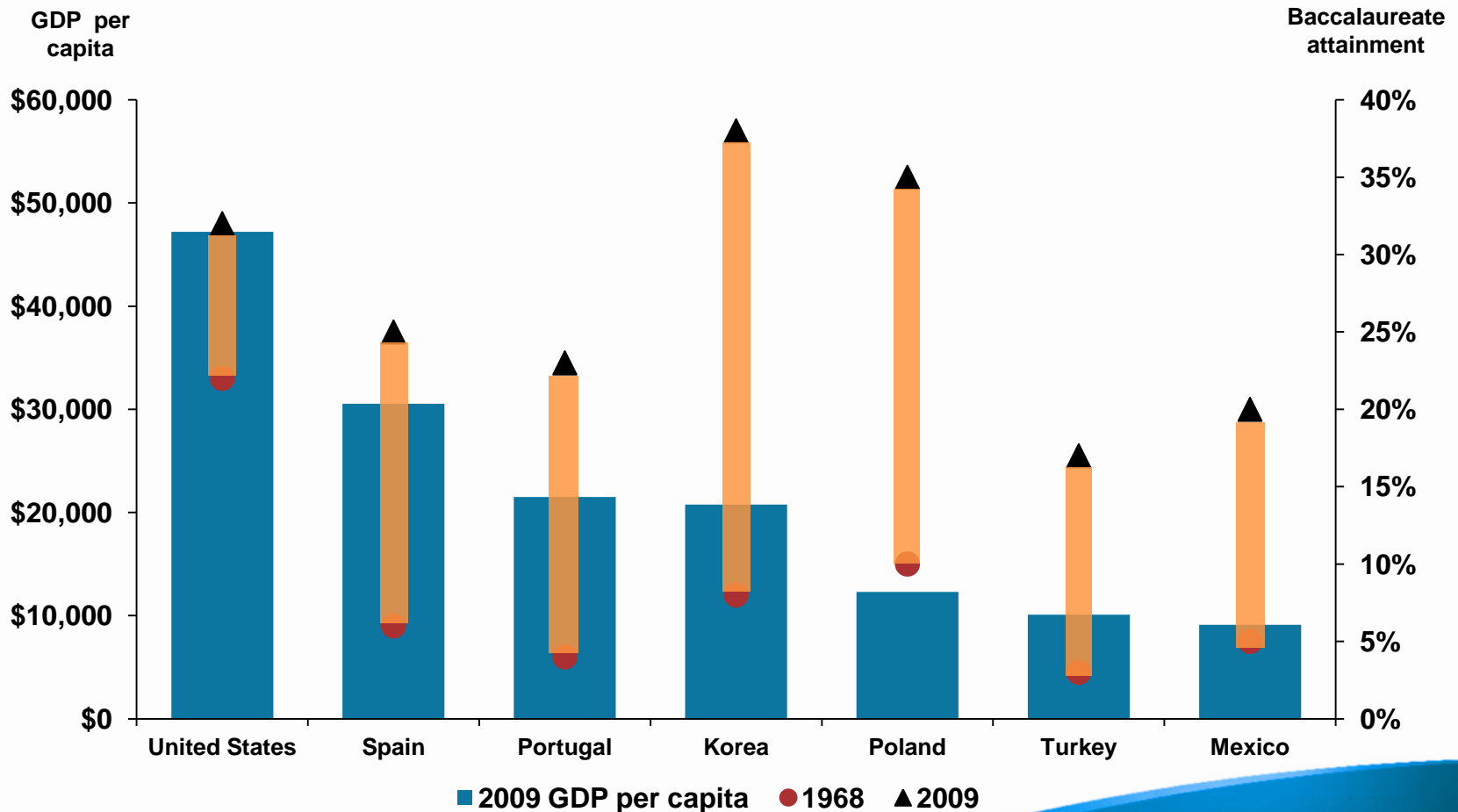
Growth multiplier,
1820 to 1994



Baccalaureate Attainment, 25-34 Age Cohort, 1968 and 2009



Baccalaureate Attainment, Age 25-34, 1968 and 2009, by GDP Per Capita, 2009



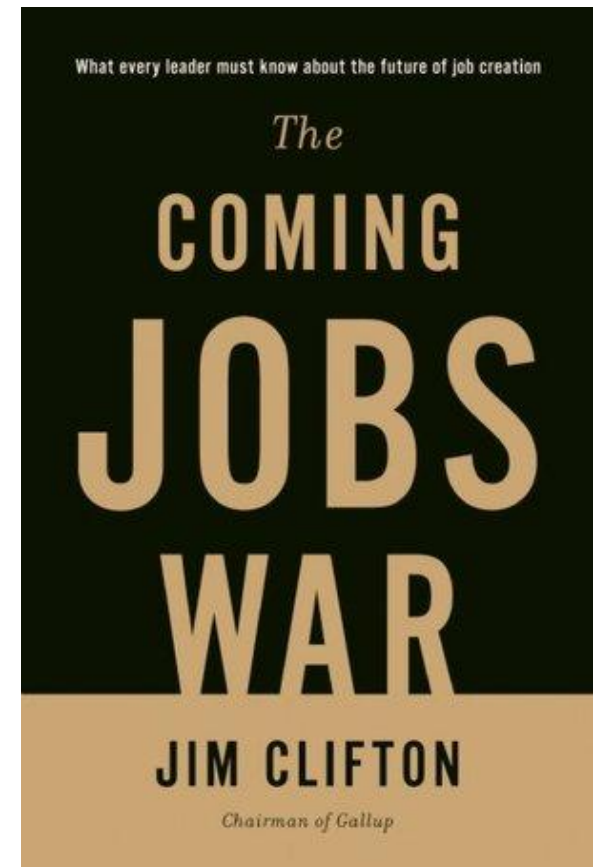
Human Capital Development

“The reason persistent growth is enabled by human capital formation is that human capital, unlike physical capital, has both the direct effect on the productivity of current labor and capital inputs, and an indirect effect on the production of more knowledge. A continuous accumulation of knowledge can thus lead to a self-sustaining growth in per capita income.”

-Isaac Ehrlich, “The Mystery of Human Capital as Engine of Growth”

A Global War for Good Jobs is Coming.

- 3 billion people reported to Gallup they want a job that pays a living wage.
- Only 1.2 million jobs in the world currently fit that description.
- As the foreign workforce becomes more educated, competition for jobs will be fierce.



Weak Schools Said to Imperil Security

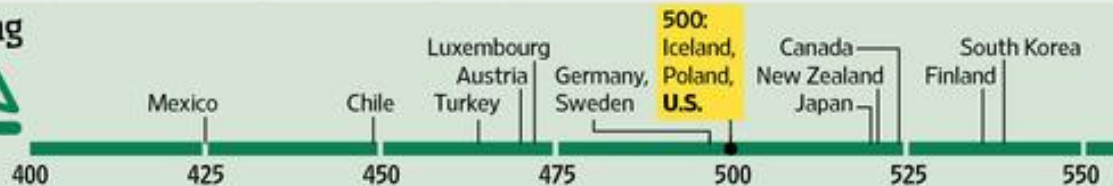
BY JASON DEAN

Flaws in U.S. schools are increasingly causing a national-security risk, producing adults without the math, science and language skills necessary to ensure American leadership in the 21st century, warns a report issued Tuesday by the Council on Foreign Relations.

Global Scorecard

Where select countries ranked in 2009 in the Program for International Student Assessment, which measures the performance of 15-year-olds every three years.

Reading



Math



Science



Source: Council on Foreign Relations

The Wall Street Journal

- More than half of Americans 17-24 aren't qualified to join the military.
- State Dept. and intelligence agencies face "critical shortfalls."

From the *Wall Street Journal*, March 21, 2012.

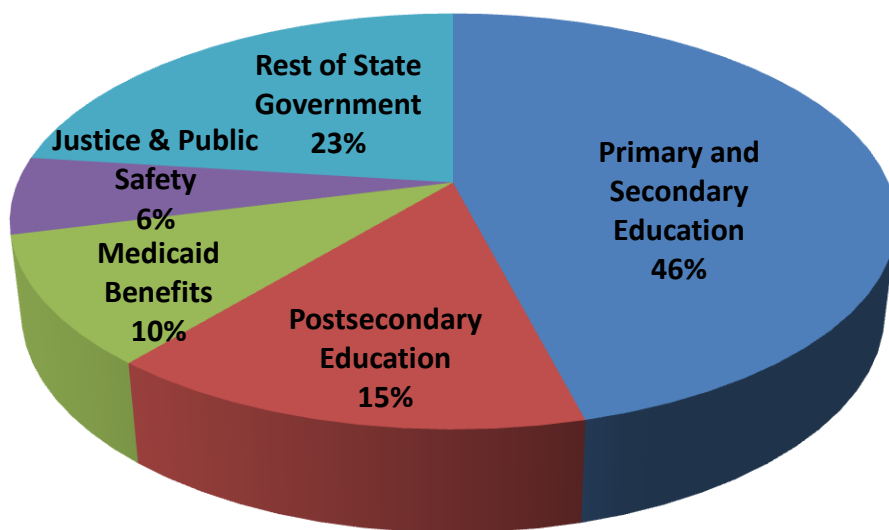


The Challenge:

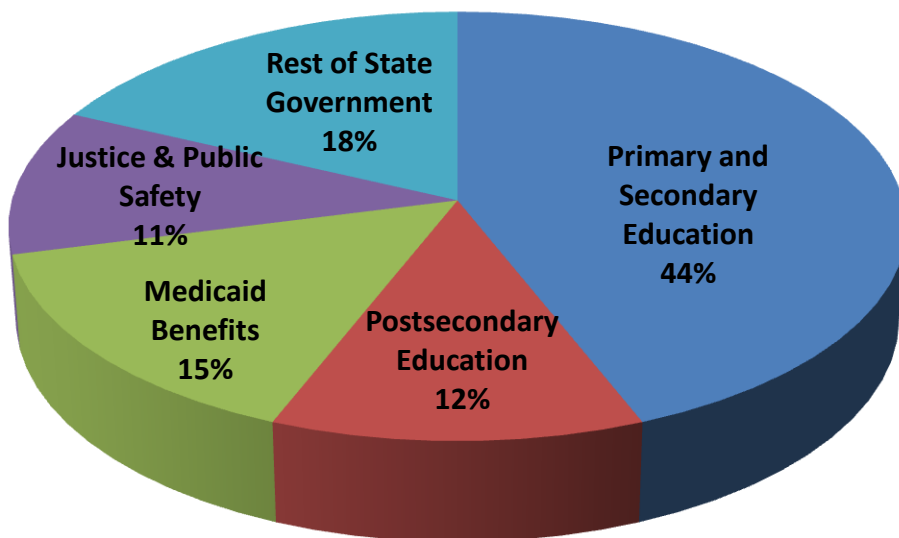
Producing a U.S. workforce that is more productive, creative, and better problem-solvers than any other on the planet.

HOW IS KENTUCKY DOING?

State investment in education is losing ground to other state expenditures.



FY 1999
KY General Fund Budget Enacted
(\$6 billion)



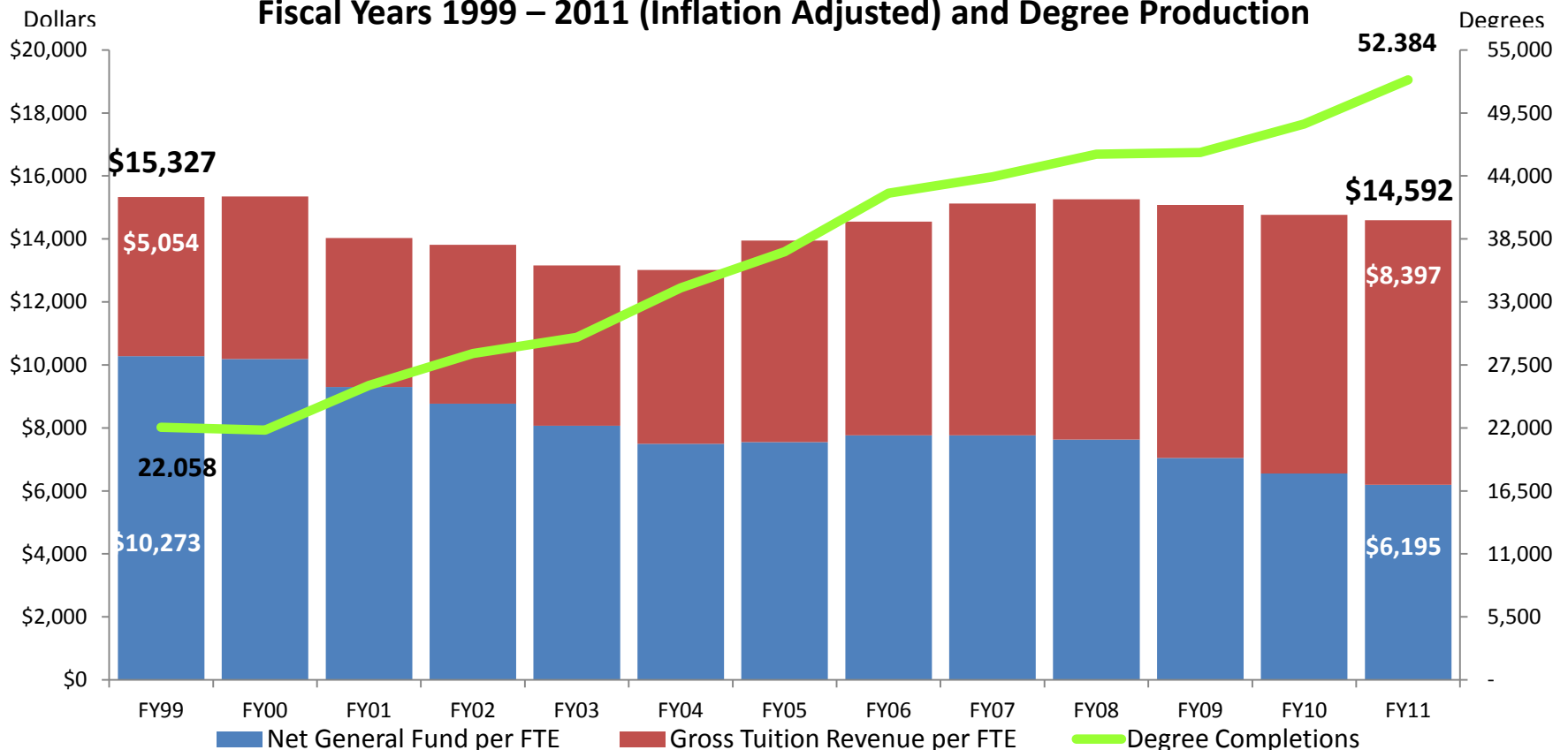
FY 2014
KY General Fund Executive Budget
Proposed (\$9.8 billion)



Reduced State Support & Increased Degrees

State support for the public universities and KCTCS decreased by nearly \$4,100 (40% reduction) per FTE student since FY99, while degrees increased by over 30,000 (137% increase), and overall cost decreased by over \$700 per FTE student.

Kentucky Public Postsecondary Education System
Net General Fund Appropriations and Gross Tuition Revenue per FTE Student
Fiscal Years 1999 – 2011 (Inflation Adjusted) and Degree Production



HIGH SCHOOL FEEDBACK REPORT

Highlights	Bowling Green Ind. HS	Perry Co. Central HS	Central HS (Louisville)	KY
Number of H.S. Graduates	238	226	211	43,711
Average H.S. GPA	2.95	2.72	2.58	2.84
H.S. Graduation Rate	80.9%	76.7%	79.3%	80.5%
College-Going Rate	70.2%	59.3%	73%	61.4%
Juniors not college-ready in English	41%	56%	72.4%	51%
Juniors not college-ready in Math	51%	68%	92%	63%
Juniors not college-ready in Reading	46%	63%	81.4%	59%

Source: 2010 High School Feedback Report, P-20 Data Collaborative

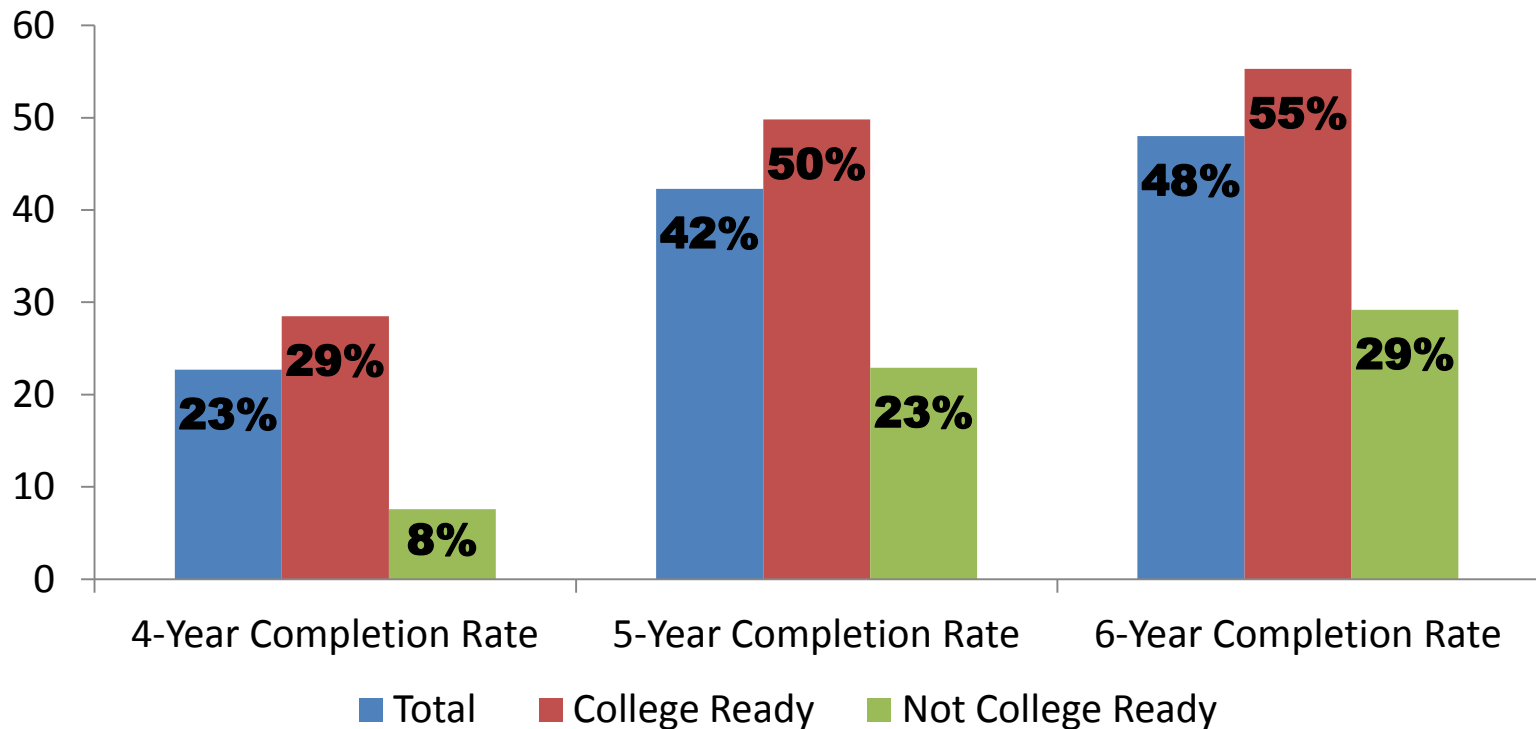
Note: College readiness percentages include all high school students, regardless of whether they went on to college.



Graduation Rate Gaps

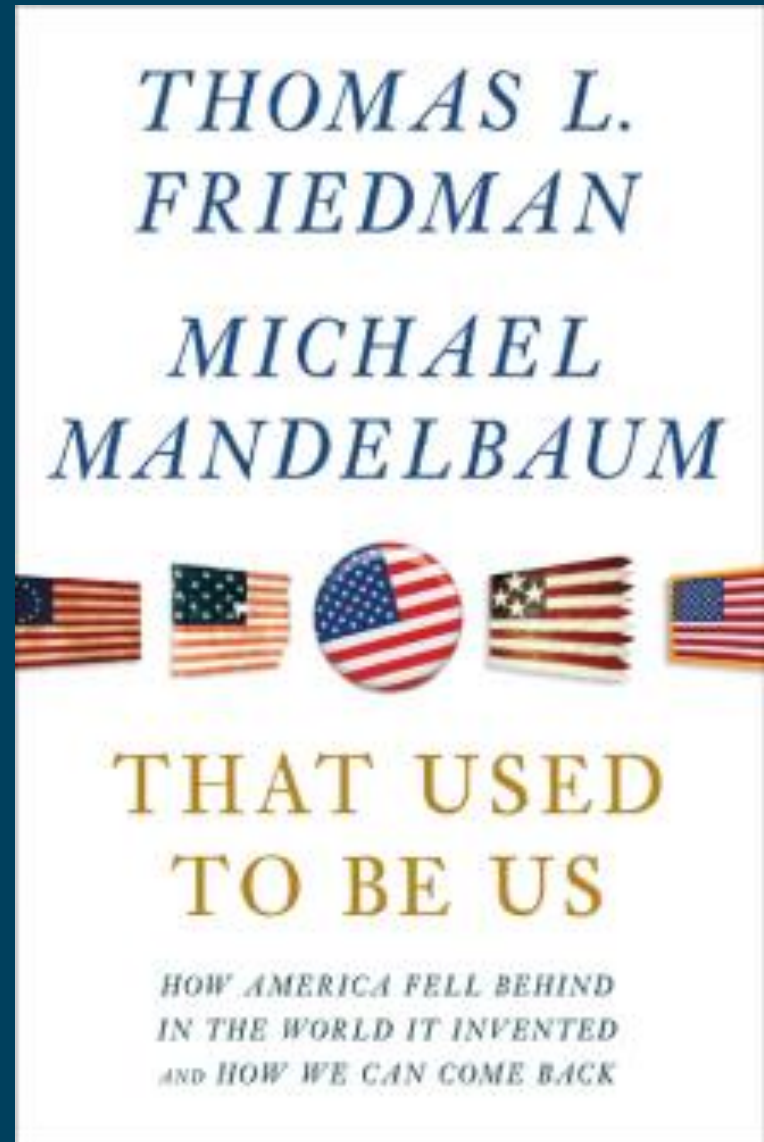
Underprepared Students

System completion rates of full-time, first-time baccalaureate students who entered a KY public or independent university in 2005 and completed a bachelor's degree at any in-state public or independent institution, by college readiness at entry



**“In the past,
workers with
average skills,
doing an average
job, could earn
an average
lifestyle. But,
today, average is
officially over.”**

From “Average is Over” by Thomas L. Friedman,
New York Times, Jan. 24, 2012



KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION



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